

# The use of modern ICT to provide students' self-realization in russian higher school

*Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia*

---

## Abstract

© 2018. This article examines the psychological and educational role of information-communication technologies (ICT) in teaching students in Russian higher school. It establishes resources of these technologies in the possibility to stimulate the manifestation of various forms of students' selfrealization in the educational process. The authors reveal a subjective-significant conditions of successful self-realization in university learning. From a phenomenological perspective, the research revealed attributive signs and modalities of students' selfrealization. Summarizing the obtained data, the authors disclosed specific functions of modern ICT in the framework of a two-contour model, which activate these conditions and modalities in the course of learning. The first contour includes the actual functions ICT aimed at activating the students' learning opportunities. The second contour of latent functions ICT hides a more psychological content and stimulates the internal opportunities for selfrealization in learning. Together both contours of ICT functions form the holistic informational-educational environment for self-realizations of students in the learning process.

---

## Keywords

Autorealización de los estudiantes, Condiciones y modalidades de autorrealización en el aprendizaje, Conditions and modalities of self-realization in learning, De la educación superior, Funciones de TIC enfocadas en la educación, Higher education informatization, Personal-focused ICT functions in education, Students' self-realization

## References

- [1] Bartley, S.J. & Golek, J.H. (2004). Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction. *Educational Technology & Society*, 7(4), 167-175
- [2] Bates, A.W. (2011). Outlook for Online Learning and Distance Education. *Contact North*; Ontario
- [3] Becker, H.J. (2000). Pedagogical Motivations for Student Computer Use that Leads to Student Engagement. *Education Technology*. 40 (5), 5-17
- [4] Bennett, S., Marsh, D. & Killen, C. (2007). *Handbook of online education*. Continuum International Publishing Group, Incorporated
- [5] Boettcher, J.V., & Conrad, R.-M. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. San Francisco, CA: Jossey-Bass
- [6] Bowen, W.G. (2013). *Higher education in the digital age*. Princeton University Press
- [7] Castells, M. (1998). *The Information Age: Economy, Society and Culture*. Vol. III: End of Millennium. Malden, MA; Oxford, UK: Blackwell

- [8] Cox, M., Webb, M., Abbott, C., Blakeley, B., Beauchamp, T. & Rhades, V. (2003). *ICT and Pedagogy: a Review of the Research Literature*. London
- [9] Daniel, S.J. (2012). *ICTs in Global Learning/Teaching/Training. Policy Brief*; Moscow; UNESCO: Institute for Information Technologies in Education
- [10] Gasset, J. (1999). *Misión de la Universidad y otros ensayos sobre educación y pedagogía*. Madrid: Revista de Occidente
- [11] Gewirth, A. (1998). *Self-fulfillment*. N.J: Princeton University Press
- [12] Gratton-Lavoie, C. & Stanley, D. (2009). Teaching and learning principles of Microeconomics online: An empirical assessment. *The Journal of Economic Education*, 40(1), 3-25. doi: 10.3200/JECE.40.1.003-025
- [13] Guile, D. & Griffiths, T. (2001). Learning through work experience. *Journal of Education and Work*, 14(1), 113-131. doi: 10.1080/13639080020028738
- [14] Hoic-Bozic, N., Mornar, V. & Boticki, I. (2009). A Blended Learning Approach to Course Design and Implementation. *IEEE Transactions on Education*, 52(1), 19-30. doi: 10.1109/TE.2007.914945
- [15] Jonassen, D. & Driscoll, M. (Ed.), (2004). *Handbook of research for educational communications and technology* (Vol. 2). Routledge
- [16] Leontiev, D.A. (1997). Self-realization and essential human forces. In: *Psychology with a human face: a humanistic perspective in post-Soviet psychology*. Moscow: "Sense", 156-176
- [17] Lorenzetti, J. (2013.). *Academic Administration-Running a MOOC: Secrets of the World's Largest Distance Education Classes*. Magna Publications
- [18] Lukov, Val. A. & Lukov, Vl. A. (2004). *Thesaurus Approach in the Humanities. Knowledge. Understanding. Skill*, 1, 93-100
- [19] Maslow, A. (1987). *Motivation and Personality*. N.Y: Addison-Wesley
- [20] Maturana, H. & Varela. F. (1980). *Autopoiesis and cognition: The realization of the living*. Boston: Reidel
- [21] Osguthorpe, R.T. & Graham, C.R. (2003). Blended Learning Environments: Definitions and Directions. *Quarterly Review of Distance Education*, 4(3), 227-233
- [22] Phillips, R. (2005). Pedagogical, institutional and human factors influencing the widespread adoption of ET in higher education. *Mendeley*, 99(10), 541-549
- [23] Rab, A. (Ed.), (2009). *Information Society Policies: Annual world report*. Paris: UNESCO
- [24] Robert, I.V. (2007). *Theory and Methods of Education Informatization (Psycho-Pedagogical and Technological aspects)*. Moscow: IRO: RAE
- [25] Rogers, C.R. *On becoming a person: a psychotherapists view of psychotherapy*. Houghton Mifflin. 1961
- [26] Sartre J.-P. (1946). *L'existentialisme est un humanisme*. Paris, éditions Nagel
- [27] Scheuermann, F. & Pedró, F. (Ed.), (2009). *Assessing the Effects of ICT in Education: Indicators, Criteria and Benchmarks for International Comparisons*. OECD. Luxembourg: Publications Office of the European Union
- [28] Shutenko, A.I. (2011). Development of Educational Communications in a Modern University. *Higher education in Russia*, 7, 80-86
- [29] Shutenko, A.I. (2012). Personal measurement as an imperative of information technologies implementation in the higher school. *Alma mater (Vestnik vysshey shkoly)*. 10, 35-39
- [30] Shutenko, E.N., 2015. Motivational and Conceptual Aspects of Student Self-fulfillment in University Education. *Procedia-Social and Behavioral Sciences*, 214(5), 325-331. doi: 10.1016/j.sbspro.2015.11.652
- [31] Sitarov, V.A. & Shutenko, A.I. (2015). Prescriptive model of the application of modern information technologies in higher education. *Questions of the new economic*, 4(36), 101-107
- [32] Stipek, D. (Ed.). (1993). *Motivation to Learn: From Theory to Practice* (2d ed.). Needham Heights, MA: Allyn & Bacon
- [33] Thomas, M. (2011). *Digital education: Opportunities for social collaboration*. Palgrave Macmillan
- [34] Tomlinson T. (Ed.) (1993). *Motivating Students to Learn: Overcoming Barriers to High Achievement*. Berkeley, CA.: McCutchan Pub. Corp
- [35] Xu, D., Huang, W.W., Wang, H. & Heales, J. (2014). Enhancing e-learning effectiveness using an intelligent agent-supported personalized virtual learning environment: An empirical investigation. *Information & Management*, 51(4), 430-440. doi:10.1016/j.im.2014.02.009
- [36] Young, K. (1952). *Personality and Problems of Adjustment*. London: Routledge and Kegan Paul